

3 Travel: then and now

She loved adventure

Lesson profile

Vocabulary	Travel and adventure
Reading	The story of Amelia Earhart
Pronunciation	Silent letters
Grammar	Past simple
Writing	A paragraph about Amelia Earhart's time on the island
Speaking	Talk about an adventure you would like to have

Warmer

Arrange the students into groups. On the board write these questions about famous travellers. If the students have mobile devices, don't give the alternative answers, let the students look them up.

Who ...?

- ... went to China and met Kublai Khan?
A Captain Cook **B** Marco Polo (B)
- ... was the first woman in space?
A Valentina Tereshkova **B** Amelia Earhart (A)
- ... went around the world in eighty days in a famous book?
A Don Quixote **B** Phileas Fogg (B)
- ... took an army of elephants across the Alps?
A Hannibal **B** Julius Caesar (A)
- ... was the first woman to fly across the Atlantic?
A Valentina Tereshkova **B** Amelia Earhart (B)

VOCABULARY

- Write the word *train* on the board and elicit as many other examples as you can. From level A1/A2: *aeroplane/plane, ambulance, bicycle/bike, boat, bus, car, helicopter, taxi*.

Arrange the students into pairs for the discussion and demonstrate in front of the class with one of the stronger students.

Teacher: Yulia, do you like going by bike?

Student: Sure, I come to school by bike. What about you?

- At this level, the students will need monolingual dictionaries. Do the first three with the class as these are more difficult and then let them work individually.

Answers

- exciting 2 Airbus, Boeing 737, Boeing 747
- under the wings; they give power 4 into the air
- in a plane 6 it stops 7 flies the plane
- The pilot must talk to / communicate with the airport.

Extension activity

Read out the definitions for the students to shout out the word:

an exciting and sometimes dangerous experience (*adventure*)

transport for flying people (*aeroplane*)

this gives power to machines and makes them move (*engine*)

a journey in the air (*flight*)

someone who travels by transport (*passenger*)

you burn this to give heat and power (*fuel*)

the person who flies a plane (*pilot*)

you listen to this for information (*radio*)

READING

- Ask the students to look at the pictures and elicit as much information as you can before the students read. For example *Is this a new or an old story?* (old) *Does the newspaper have good or bad news?* (bad) Give a time limit for this gist-reading task.

Answers

pilot – Amelia Earhart

navigator – Fred Noonan

last place she took off from – Lae, in Papua New Guinea

No one knows what happened to her. Her plane didn't cross the Pacific.

- Ask some oral questions first, e.g. *Was Amelia an unusual woman?* (yes) *What was the name of her plane?* (Electra) Then arrange the students into groups to answer the written questions.

Fast finishers

Fast finishers should underline five new words (e.g. *successful, amazing, took off, bone, button*) in the text and find out what they mean. They can then compare with other fast finishers and tell the rest of the class.

Answers

- Because she was the first female pilot to fly across the Atlantic.
- In 1937.
- He was the navigator.
- They flew west to east.
- Because the plane did not carry a lot of fuel.
- They were flying to Howland Island. They didn't arrive.
- Nikumaroro Island is 640 kilometres from Howland Island.
- They found a campsite with fish and bird bones, two buttons and part of a pocket knife.


- 5** Ask the class what they think the problems of living on a desert island might be. Tell them that the answers to the questions are not in the text and there are no right answers. Point out that in question 3 they need to use an *-ing* form after the preposition *for*, e.g. *for killing birds*.

In Exercise 11 the students will write a paragraph based on their notes.

Possible answers

- 1 fish/birds / rain water / juice from fruits
- 2 it was cold at night / they wanted to make a signal
- 3 for preparing food / cutting things
- 4 there was no water / it was too hot

PRONUNCIATION Silent letters

- 6**  **1.11** Ask the students *What season comes after summer?* and elicit *autumn*. Ask them to spell it. Ask *How do we pronounce the 'n' at the end of the word?* Elicit that we don't pronounce it, it is silent, i.e. it is written but not said.

In pairs, the students read the words and underline the silent letters. Then they listen, check and repeat.

Elicit any more examples of silent letters the students might know, e.g. *often*, *talk*, *night*.

Answers

(Silent letters are in brackets.)

b(u)ild, clim(b), fli(gh)t, (k)new, (k)nife, lis(t)en, sc(h)ool, (w)rite

Language note: the rules for silent letters are complicated, but five useful rules at this level are:

- i) *b* is silent in *mb*, e.g. *clim(b)*, *bom(b)*, *lam(b)*
- ii) *k* is silent in *kn*, e.g. *(k)now*, *(k)nife*, *(k)nee*
- iii) *n* is silent in *mn*, e.g. *autum(n)*, *colum(n)*
- iv) *r* is silent in British English if it is not before a vowel, e.g. *ca(r)*, *ho(r)se* but *rat*
- v) *h* is silent in many combinations, e.g. *hour*, *sc(h)ool*, *ve(h)icle*, *Sara(h)*.

Extension activity

Ask the students to make a vocabulary quiz where the answers are all words with silent letters. For example:

Spiderman does this really well. (climb)
We are here now. (school)

GRAMMAR Past simple

- 7** Tell the students to underline the past simple verbs. Say *Give me an example of a regular past simple verb* (walked) and elicit the rule (base form + *ed*). Then say *Tell me some verbs which are not like this, which are irregular.* (do–did, go–went)

The students complete the exercise in the book.

Ask them to give you the base forms of the irregular verbs too. All the examples of negatives are full forms, so make sure the students know the contractions too (*did not* → *didn't*).

Answers

- 1 wanted; did (she) do; decided; didn't carry
- 2 was not; took off; flew
- 3 be (was/were)

→ Grammar reference Student's Book page 149

- 8** Arrange the students into pairs. Tell them there are 28 examples of the past simple in the text. The first students to underline all 28 are the winners and they have the first chance to correct the Corpus challenge.

Answers

became, loved, wanted, was, decided, was not, did not stop, did (she) do, decided, chose, didn't take, was, took off, flew, travelled, flew (on), had to stop, didn't carry, were able to, took off, was, arrived, saw, thought, saw, was, was, found

- 9** Ask the students to do questions 1–4 and work out the rules for making past simple questions. Then they answer questions 5 and 6.

Fast finishers

Fast finishers write two more questions like 5 and 6 and give them to another fast finisher to do.

Mixed ability

Give weaker students a simple example to help them:
Amelia liked Fred.

subject **object**

Say *If the question is about the subject (Amelia) there is no 'did'.*

Write:

??? liked Fred → Who liked Fred?

Say *If the question is about the object (Fred) we need 'did'.*

Write:

Amelia liked ??? → Who **did** Amelia like?

Give an extra example with *What*:

What animals lived on the island? (*What* = subject, so no *did*)

What animals did they see? (*What* = object, so *did*)

Answers

- a Fred Noonan b 'People'
- 1 a
- 2 question word + past simple
- 3 question **a**: the object; question **b**: the subject
- 4 In sentence **a**, the verb has *did* + infinitive; in **b** the verb is in the past simple.
- 5 b
- 6 a

- 10** Ask the students how many of the verbs in the sentences are regular (two). Tell them to be careful about the spelling change with *travel* in number 1.

Fast finishers

Tell fast finishers to write the message in a bottle, for example, *I am Amelia Earhart and I came to Nikumaroro island two days ago ...*

Answers

1 travelled 2 didn't return 3 did your aeroplane take off
4 flew 5 didn't see; was 6 found

Corpus challenge

Answer

Tim, Sue, Christoph and Sabrina were here.

WRITING

- 11** Tell the students to look back at the end of the story on page 20. Tell them they are going to write a paragraph using their notes from Exercise 5. As the model sentence starters begin *I think*, the students should use some basic linking words like *so*, *but* and *maybe*.

Sample answer

I think Amelia and Fred ate fish and drank rain water when they were on Nikumaroro island. Maybe they built a fire because they wanted to cook the fish. So I think they used a knife for preparing food. But I think they died because they didn't have enough food or water.

About you

- 12** Ask the students to tell you the advantages and disadvantages of each kind of transport, for example *A hot air balloon is slow and can't carry many people but it is fun!* Arrange the students into groups for the discussion.
Afterwards, pair up the students from different groups so that they can tell and compare their adventures.

Extension activity

The students make a poster for their adventure, with pictures and description, for a wall display.

Cooler

Arrange the students into groups. Ask them to write the alphabet A–Z down a page of their notebooks. For each letter they must think of a verb, for example *Ask*, *Break*, *Come*, *Do*, etc. Give a time limit and see which group can match a verb to the most alphabet letters. The students then write the past simple for each verb: *Asked*, *Broke*, *Came*, *Did*, etc.

How can I help you?

Lesson profile


Listening	Asking the hotel receptionist for information
Reading	Tourist information leaflets
Speaking	Asking for and giving tourist information; Key Speaking Part 2

Warmer

Arrange the students into pairs. Ask them to write down eight things that you need to take on holiday, for example a passport and money. They then compare lists and say why you need each thing, for example *An umbrella is good because it isn't nice to get wet.*

LISTENING AND VOCABULARY

- 1** Ask the students *What is the name of the place in a hotel where you get your key?* (reception) and tell them to open their books and look at the photo. Check the meaning of the vocabulary and drill it.
Who is the person who gives you your room key? (receptionist)
And the person who takes the key is the ... ? (guest)
This person does not stay in a place all the time. (visitor)
This person travels for fun not business. (tourist)
A tourist is not on business but ... ? (on holiday)
If you are lost, you need a ... ? (map)
You put your clothes and things in a bag called a ... ? (suitcase)
A lot of suitcases together are ... ? (luggage)
Arrange the students into pairs to describe the photo using the words in the box.
Language note: *luggage* is uncountable; *suitcase* is countable.

- 2**  **1.12** Ask *What questions will John, the guest, ask the receptionist?* and get some ideas, for example, *What is the wi-fi code?*
Play the recording. The students check their ideas from Exercise 1.

Answer

John is visiting Moscow.

Audioscript

- John:** Hello. We arrived this morning. I'm with my mum and dad, and my sister.
- Receptionist:** Oh yes, I remember. John, isn't it? How can I help you?
- John:** It's our first time here in Moscow and we want to do some sightseeing this afternoon. Can you give me some information, please?
- Receptionist:** Yes, certainly. There's a big map over there on the wall and I can give you a small street map ... here it is. We're here ... and the tourist information centre is ... here. It's not very far. You can easily get there on foot.
- John:** That's perfect. Thank you. Do they have tour guides, do you know? My mum and dad like having a tour guide. ... My sister and I think tour guides are boring – we think it's much more fun exploring on our own!
- Receptionist:** Yes, well ... I'm sure they have tour guides.
- John:** Thanks. Oh, by the way, have you got an underground map too?
- Receptionist:** Yes, look. It's on the other side of the street map. ... The best way to get around Moscow is by metro, that's the underground, or by bus. You can get day tickets for both.
- John:** What about taxis? Aren't they quicker?
- Receptionist:** Taxis are OK but they can be expensive and quite slow. There's always a lot of traffic and so they often take a long time!
- John:** Thank you. That's really useful information for mum and dad. Bye.
- Receptionist:** Goodbye. ... Oh, excuse me. You left your suitcase.
- John:** Pardon?
- Receptionist:** Isn't that your suitcase there on the floor?
- John:** No, that isn't mine. Ours are in our room. I saw a man here at the desk before me. He had lots of luggage. Perhaps it belongs to him. He went up in the lift.
- Receptionist:** Ah yes. I remember. I'll call his room. Thank you.

- 3** **1.12** See how much the students understood on the first listening and demonstrate the task by asking some simple yes/no questions, for example *John arrived in the morning.* (Yes.) *Taxis are the best transport in Moscow.* (No, the metro is.) When the answer is 'no' the students should correct the statement.

Mixed ability

Tell weaker students that there are four yes and four no answers.

Answer

- 1 X (He has a sister.) 2 ✓ 3 X (It's not very far.)
4 X (It's on the other side of the street map.) 5 ✓
6 X (No, that isn't mine.) 7 ✓ 8 ✓

READING

- 4** Books closed, write the word МОСКВА (*Moscow* in Russian letters, pronounced /mæsk'væ/) on the board and ask the students if they can read it.

Ask the students what they know about Moscow and Russia, for example *Where were the 2014 Winter Olympics?* (Sochi)

Books open, ask some questions about the photographs. Match the first text and picture together, showing that the key words are *oldest streets* and *shopping*. The students then work individually.

Answers

1 d 2 a 3 c 4 b

- 5** Show some YouTube clips of these places to give more information and atmosphere. Tell the students to discuss each place in turn. Model with a stronger student:

Student: (Teacher), would you like to visit the Arbat?

Teacher: Yeah, why not? I need to buy some souvenirs. Which place would you like to visit?

SPEAKING

- 6** **1.13** Ask the students *Where can John get more information about what to see?* and elicit 'tourist (information) office'. Tell the students to read and listen and tick the pictures of places which the family will visit that day.

Mixed ability

With stronger students, play the recording first, books closed, and see if they can do the task.

Answer

They are going to visit the Cat Theatre, the Kremlin and Red Square.

Play the recording again and ask some general comprehension questions like *When is the zoo closed?* (Monday)

- 7** **1.14** First, the students should read and listen to the phrases. Pause the recording after each phrase to give them enough time to repeat them.

Second, the students should repeat after the recording without looking at the text.

Optionally, play the recording for a third time, books closed, and ask the students to write down each phrase after it has been said.

- 8** Give an example yourself first of an interesting city and four sights. Brainstorm cities and sights on the board.

Arrange the students into pairs. One student should be a tourist and the other person should be a clerk in a tourist information office. They swap roles when they have finished. Change the pairs after the first conversation so they can have a different conversation when they change roles.

● Prepare for Key for Schools

Speaking Part 2

Task description

In Speaking Part 2, students ask and answer questions using prompts they have on cards. One card has prompts to make questions and the other has information on it to answer their partner's questions.

Exam tips

Tell students to avoid giving one-word answers but to try to ask full questions and give full answers. They shouldn't worry too much about making mistakes but speak confidently.

→ See Exam Profile 1, Student's Book page 121.

- 9 Ask the students to form the five questions. See if they can find different ways of making the same question, for example *Where is it?* and *What's the address?*

Answers

- 1 What's the address? / Where is it?
- 2 Is it open every day?
- 3 What time does it close?
- 4 How much are drinks?
- 5 Can you tell me the web address?

- 10 Demonstrate by writing a different example on the board, prompting and answering the students' questions:

16 Penny Lane
Tuesday – Sunday
Hours: 10.00 – 16.00
Coffee 1.50 and tea 1.00
www.pennylanetourism.co.uk

The students then ask and answer the questions, swapping roles when they have finished.

Extension activity

The students make their own information cards for other places in town, for example a café or the zoo, and ask and answer questions.

Answers

A's questions

How much does the concert cost? / How much is the concert?
When is it / the concert?
Where is it / the concert?
What's the phone number?
What time is the concert?

B's questions

Where do we meet?
How long is the tour?
What's the website? / Is there a website?
When is it / the tour?
How much does it / the tour cost?

Project

Famous women round the world

- Divide the students into groups of four. Tell them they are going to find out about famous women from different countries, one for each student in the group, and fill in a table about them.
- First, they should look online to find examples of famous women from the present and past.
- Next, they divide the work between themselves, and each student should get information online about one woman. They should make notes like this.

Name	Nationality	Born/died	Why famous
Anne Frank	German	1929–1945	Lived in secret place because of war Wrote a famous diary about her life there

- They should try to find a picture or photo of the person, or draw a picture.
- They should use the information they have gathered to prepare a PowerPoint presentation – one slide for each woman – and present it to the class. Have a vote on the most interesting women.

Cooler

Write these groups of words on the board. The students must find the odd-one-out. Do the first one together to demonstrate, then the students work in groups. There could be different answers.

- 1 Red Square the Kremlin the Metro the Golden Gate Bridge
(the Golden Gate Bridge – the others are in Moscow)
- 2 Oakland Howland Nikumaroro Lae
(Howland – Amelia Earhart never got there)
- 3 ride fly walk drive
(fly – the others are on the ground)
- 4 tourist guest pilot visitor
(pilot – the others are people on holiday)
- 5 aeroplane helicopter bike car
(bike – it has no engine)

The students could make their own odd-one-outs.

Teacher's resources

Student's Book

Grammar reference and practice page 149
Vocabulary list page 138

Video

Adventures!
Speaking Part 2

Workbook

Unit 3 pages 12–15

Go online for

- Video extra worksheet
- Speaking test video worksheets
- Corpus tasks